

SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission on Teacher Credentialing

Pursuant To SB 2042

FOR PROGRAMS OF

Preliminary Multiple Subject Teaching Credential Preparation

Preliminary Single Subject Teaching Credential Preparation

Blended Programs of Undergraduate Teacher Preparation



Revised October 2007

**California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814**

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Introduction

In September 2001 the California Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. This document provides specific information to program sponsors on how to submit documents for review and approval.

New programs wishing to apply to the Commission after October 1, 2007 should follow the guidelines set forth in this document.

It should be noted that each program of Professional Teacher Preparation for the Multiple and Single Subject Preliminary Credentials must be submitted for review by the review panel. This process is separate from on-site unit accreditation by the Committee on Accreditation.

Preconditions. Preconditions determine a sponsor's eligibility to apply to the Commission for approval of one or more educator preparation programs. Examples of preconditions include standards in areas such as accreditation and academic credit granted; responsibility and authority for the program; demonstration of need for the program; and limitation on program length, among others. Sponsors who want to offer accredited programs must provide a response to each precondition and include appropriate supporting evidence and/or documentation. Program sponsors must meet the applicable preconditions before the program application is reviewed against the Commission-adopted common standards and applicable program standards. These are available on the Commission's website:

<http://www.ctc.ca.gov/educator-prep/STDS-preconditions.html> .

Submission Guidelines for SB 2042 Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

In order to expedite your proposal review please notify the Commission staff 30 days prior to submission to allow staff to arrange for reviewers.

Sponsoring agencies are required to submit **two printed copies** of their proposal(s), **including one unbound copy** to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Terry Janicki

In addition, **one electronic copy of the proposal** should be submitted to:

Terry Janicki: tjanicki@ctc.ca.gov

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCBlendeddocument.doc).

Submittal Deadlines

Program sponsors may submit program applications at any time.

Program sponsors should note that additional materials, including the required Transmittal Cover Sheet, are included as an appendix to this document.

Transmittal Documents

Sponsoring agencies should send the SB 2042 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s).

In addition, each of the two copies of each proposal should begin with a copy of the SB 2042 Sponsoring Organization Transmittal Cover Sheet (see the Appendix for a blank copy).

Proposal Organization

Program sponsors may elect to prepare separate responses for multiple and single subject programs or a combined response. The following criteria should be used to guide these decisions:

1. When multiple and single subject programs are administered under a single organizational structure, sharing faculty and courses, as is often the case when there is a relatively small number of candidates, a combined proposal is suitable.

2. When multiple and single subject programs are administered and delivered separately within an organization, as often found in medium and large size programs, then separate proposals are suitable.
3. When program sponsors offer both a student teaching and internship model, there should be a single response for both models. The new standards are intended for both types of programs. The standards clearly indicate when separate information is required for a specific program type.

Blended Program sponsors are reminded that they must have an approved Subject Matter Preparation Program for the Multiple and/or Single Subject Preliminary Credential and an approved Professional Teacher Preparation Program for the Multiple and/or Single Subject Preliminary Credential in order to apply for approval for a Blended Program. Program sponsors may submit a Blended Program proposal at the same time as other new program submissions.

Each proposal must be organized in the following order:

1. Transmittal Cover Sheet
2. Table of Contents
3. Responses to Each Standard, including the Common Standards.

The responses to each standard must:

- have numbered pages
- be tabbed/labeled to help guide the reviewers
- provide supporting evidence, included after each response or organized into appendices. Evidence should be cross-referenced in the response and appendices *must* be tabbed for easy access by reviewers.

Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The standards can be found at the following website: <http://www.etc.ca.gov/educator-prep/STDS-prep-program.html> .

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

During an accreditation team visit, a program's failure to address all required elements of a standard will result in that standard being deemed "Not Met."

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard.

Packaging Your Submission for Shipment to the Commission

Please keep the following guidelines in mind:

- Do not use foam peanuts as packaging material
- Do not overstuff the individual binders. Use two binders if necessary.
- Do not overstuff the individual boxes in which the binders are packed, as these may break open in shipment.

Common Standards Responses

Common Standards relate to aspects of program quality that are the same for all educator preparation programs. This category includes standards relevant to the overall leadership and climate for educator preparation at an institution/program sponsor, as well as standards pertaining to quality features that are common to all programs. An institution/program sponsor responds to each Common Standard by providing pertinent information, including information about individual programs. Sponsors submitting programs prior to January 1, 2008 may address Common Standards (2002) (See CTC

website) or Common Standards (2007) (See Appendix A). All initial program documents submitted on or after January 1, 2008 must address the newly adopted Common Standards (2007).

APPENDIX A

Commission on Teacher Credentialing Common Standards (2007) Adopted June 2007 Effective July 1, 2008

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, competence, and program effectiveness. Data are analyzed to identify patterns and trends that serve as the basis for programmatic and unit decision-making.

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources, and support personnel are sufficient to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective

of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Standard 5: Admissions

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Standard 7: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the appropriate program standards.

Standard 8: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for

selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Standard 9: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Based on identified criteria, field experience supervisors are carefully selected, knowledgeable and supportive of the academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized. District-employed supervisors are certified and experienced in either teaching the specified content area(s) or performing the services authorized by the credential or certificate.

APPENDIX B: Transmittal Cover Sheet

SB 2042 Program Sponsor - Transmittal Cover Sheet

1) Sponsoring Organization:

Name _____

2) Type of Program Submission: Place a check mark in the appropriate box(es).

Multiple Subject	
Multiple Subject Intern	
Single Subject	
Single Subject Intern	
Blended Program – Multiple Subject	
Blended Program – Single Subject	

3) Program Contacts:

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

SB 2042 Program Sponsor - Transmittal Cover Sheet

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2. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

4) Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

***I Hereby Signify My Approval to Transmit This Program Document to the
California Commission on Teacher Credentialing:***

CEO Signature _____

Title _____

Date _____